DOCUMENT RESUME

ED 195 305 JC 800 629

AUTHOR Dewald, Margaret R.: And Others
TITLE Addressing Affective Performance. Implementing Competency Based Education in Community Colleges, 7.
INSTITUTION Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Higher Education Management Services.
PUB DATE [80]
NOTE 24p.: For related documents, see JC 800 623-632.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Affective Measures: *Affective Objectives: Change Strategies: Community Colleges: *Competency Based Education: Discussion (Teaching Technique): *Student Evaluation: Student Participation: *Teacher Evaluation: Teacher Role: Two Year Colleges

ABSTRACT

As part of a series on implementing competency-based education, this monograph provides guidelines for developing and using affective performance objectives. After the characteristics of affective, cognitive, and psychomotor objectives are summarized, a discussion is presented of the skepticism many instructors feel toward the evaluation of areas within the affective domain. Next, the affective learning process is described as student progression from the receipt of information to actual demonstration of values or attitudes. The monograph then provides a model for the development of observable and measurable affective performance objectives involving: (1) the development of broad goal statements: (2) brainstorming sessions with students to identify desirable and undesirable attitudes or values: (3) the identification and elimination of unobservable attitudes or values: (4) determination of the measurability of the remaining attitudes or values: and (5) the incorporation of the remaining attitudes or values into statements expressing desired student performance. The monograph concludes with a discussion of teaching methods and reward systems that can be used in competency-based affective education, including the use of class discussions, case studies, small group projects, readings, individual interviews, subjective exercises and checklists of affective behavior. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195305
C
B
E
JC 800 629

ADDRESSING AFFECTIVE PERFORMANCE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James H. Folkening

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MARGARET R. DEWALD
DANIEL E. VOGLER
KATHERINE A. LOOMIS

2

This series of monographs includes the following:

1. Using Performance Goals
2. Using Performance Objectives
3. Developing a Performance Syllabus
4. Evaluating Performances
5. Motivating Performance Learning
6. Developing and Using Performance Modules
7. Addressing Affective Performance
8. Remediating and Enriching Performance Learning
9. Managing a Performance On The Job
10. Maximizing Teaching/Learning

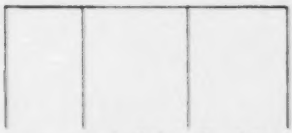
This is one of ten monographs in a series relating to IMPLEMENTING COMPETENCY BASED EDUCATION IN COMMUNITY COLLEGES developed at Virginia Polytechnic Institute and State University. This project was developed under a grant to St. Clair County Community College and was funded by the Michigan Department of Education, Higher Education Management Services, Occupational Education Unit. Project #33B9-7447-2.

Addressing Affective Performance

One of the strongest and most pervasive arguments against competency-based education is that it is behavioristic and, therefore, antihumanistic. Those who make that claim state that there is more to learning than cognitive knowledge and psychomotor skills. It is their belief that values, attitudes, and interests, the affective areas of learning, do not fit into the competency-based education model. Where do you stand on this issue? Complete the following rating scale according to how strongly you agree or disagree with each of the statements.

	Agree	Undecided	Disagree
1. Competency-based education can only address cognitive and psychomotor learning.			
2. Words describing values and attitudes are abstract.			
3. Teachers cannot influence the values, attitudes, and interests of their students.			
4. Affective learning results from teaching cognitive knowledge and psychomotor skills.			
5. There is no one right set of values, attitudes, and interests.			
6. Only subjective evaluation can be uesd to measure achievement in affective areas.			
7. It is impossible to identify behaviors which indicate one's values, attitudes, and interests.			
8. Performance objectives cannot be written in the affective domain.			
9. There are different levels of achievement within the affective domain.			

10. Job success depends just as much upon one's values, attitudes, and interests as it does on one's knowledge and skill.



The rating scale was designed to assess your general level of interest. If you responded in the undecided area, the monograph just might be a good learning experience. Try it and see! If you responded either "agree" or "disagree," the monograph should either validate or challenge some of your attitudes and values toward education. Try it and see!

If you have no interest, we can understand why your **interest** has not been aroused! It may be that you are not ready to have your **values** and **attitudes** challenged. That happens to all of us. Or, it may be that you have never thought about, or had the opportunity to explore, why it is important to include the affective domain as a planned part of your curriculum. It may also be that you are feeling confused about how values, attitudes, and interests influence learning/teaching.

According to Webster, the things that we consider "intrinsically valuable or desirable" are our **values.** Our "mental positions with regard to facts or states" comprise our **attitudes.** And, our "readiness to be concerned with or moved by an object or class of objects" defines our **interest.**

Quite often our values, attitudes, and interests are molded by our "perceptions of truth or reality" and our beliefs, based upon our own experiences. For example, if, through our experiences, we come to believe that higher education is the best means for advancement in our society, we are likely to (a) value education, (b) have the attitude that it is worth all sacrifices to get an education, and (c) have a keen interest in learning all that we can. In the classroom, the beliefs of the teacher may act in opposition to the values, attitudes, and interests of the student, and vice versa. It is for this reason that it is important to address competency-based affective education.

This monograph, by the way, gives only one method of implementing competency-based affective education in the classroom. It is not the only way, and it may not be the best way. You see, to be perfectly honest, you may not change your attitudes toward teaching competency-based affective areas at all after reading this. But, that's up to you. Of course there is still the possibility that you just are not interested in this area of learning/teaching. If that is the case,

another monograph in this series may better serve your need.

Assumption

This monograph is based upon five assumptions. It represents our affective assessment of the topic. Feel free to disagree. But, please take these into account while reading the monograph.

1. Values, attitudes, and interests influence all learning/teaching.
2. It is possible to identify behaviors which would lead us to believe that people hold certain values, attitudes, and interests.
3. Values, attitudes, and interests can be learned/taught.
4. Performance objectives can be written in the affective domain.
5. Values, attitudes, and interests can be objectively evaluated.

What Does Affective Mean

We say that a person is "affected," meaning that that particular individual has some artificial mannerisms that are designed to make an impression on others. Something may be "affected" by something else, meaning that it is influenced. **Affect** in the sense that we are using it here, however, refers to one's values, attitudes, and interests. "Oh, but I don't teach those things," you say. Quite frankly, we try not to, at least not openly, because it is threatening to both ourselves and our students when we emphasize learnings of an emotional nature. Cognitive and psychomotor learnings are much safer to plan for and evaluate. It is much easier to change people's knowledge and skill than it is to change their values, attitudes, and interests.

Although we most often do not have written objectives through which we make a conscious effort to provide learning for students in affective areas, we still, nonetheless, have a notion of the values, attitudes, and interests that we would like them to have at the end of instruction. In addition, the values, attitudes, and interests which students hold prior to instruction will influence what and how well they learn in the cognitive and psychomotor areas.

For example, each objective that we write may be categorized into either the cognitive, psychomotor, or affective domain. But, every objective is influenced by all three domains. Cognitive objectives require some psychomotor skills (at the minimum, writing) and affective behaviors; i.e., attitudes toward the subject being taught. Psychomotor objectives require knowledge of the procedures and are influenced by values, attitudes, and interests. Affective objectives require some psychomotor skills (again, it may be writing) and

knowledge. No objective is totally without the influence of the two domains which it is designed **not** to address.

Whether or not a student values learning or the subject to be learned has a great deal to do with that student's social and cultural background, the attitude and the values which the student has learned. There is a range of acceptability within and between social and cultural backgrounds. One's attitude toward a subject is influenced by all previous experiences to which it can be related. And, one's interest in a subject is related to the perceived amount of worth which a particular subject has for an individual.

The risk involved when trying to teach in the affective area is greatest when attitude and values are involved and least when interests are involved. The risk of learning/teaching in the affective area is considerably reduced if the values, attitudes, and interests are related to occupational areas. Therefore, the instructor must make every attempt to document the values, attitudes, and interests as related to specific occupational areas so that personal preference does not interfere in the learning/teaching process.

Why Have Affective Learning/Teaching

Affective learning/teaching is a necessary part of education. Quite often it is not what people know or do not know (their cognitive knowledge) or what they can or cannot do (their psychomotor skills) that causes them problems on the job. It is often what they **will** or **will not** do. It is their affective behaviors that directly interfere with their performance. That is not to say that employers are not concerned with how well their employees can do the job, but we often hear them say, "Send me dependable people with good attitudes and I can train them to do the job myself."

How often have you heard instructors make comments such as the following:

> "George knows more about _____ than anyone else in class, but he's constantly arguing with someone."
>
> "Mary has the aptitude and ability for _____ but she just isn't concerned about taking care of the equipment."
>
> "Jack could do the work if he'd come to class more often **and** on time!"

In each example, reference is made to the lack of learning or mislearning in the affective area. Because affective learning can have

such a critical impact on future job success, it is imperative that we make it an integral part of our planned curriculum and not part of our "hidden" curriculum.

A "hidden" curriculum involves those things that we would like students to know, think, feel, and be able to do at the end of instruction, but for which we have no written, observable, and measureable objectives. In addition, the term "hidden" implies that the students are unaware of these requirements for the course. You may remember going to a meeting at some point in time where the planned agenda was quite different from what was actually happening. You may have wondered, "What is the **real** purpose of this meeting?" We commonly refer to such an experience as a "hidden agenda." A "hidden" curriculum is much the same.

Trying to "psych-out" the teacher is a favorite pastime of some students in classes where much is occurring in the "hidden" curriculum. For other students in these same classes, the "hidden" curriculum is very frustrating. They can be heard saying things like, "I can't believe that I failed that test. I really studied. I just can't figure out what he/she is looking for." And, when a "hidden" curriculum prevents an objective (unbiased) evaluation of a student's performance, as it often does when affective areas are involved, the problem is compounded.

What Is An Affective Performance Objective

An affective performance objective is a communication device. It tells both you and your students what the expectations are for learning/teaching in the affective areas. The three basic components of a performance objective are evident in affective performance objectives just as are objectives in cognitive and psychomotor domains. The first part specifies the conditions under which the performance will occur. In the case of an affective objective this is usually the classroom setting, laboratory, or cooperative work environment. Part two of the affective performance objective specifies the desired performance; for example, dependability, initiative, honesty. Part three of the affective performance objective specifies the criteria which will indicate that the performance has occurred. This part is crucial to objective, unbiased evaluation. Without part three, evaluation will take the form of making value judgments.

Affective performance objectives identify outcomes. As with all learning/teaching without objectives, the results will usually be random and haphazard. Without a goal it is difficult to decide when we have arrived, and it is impossible to evaluate objectively.

Why Instructors Are Uncomfortable With Affective Performance Objectives

Instructors tend to be uncomfortable with affective performance objectives for many reasons. Affective performance objectives deal with values, attitudes, and interests, and we think of those as being personal. It is highly unlikely that anyone could convince us otherwise. Therefore, let's give in to it. Affective education is personal.

The second reason why most of us have difficulty with affective performance objectives is that we were, for the most part, taught facts and skills while we were in school. There are few facts and skills in the affective area, and there is a wide range of acceptable values, attitudes, and interests.

Reasons one and two stem from our own values, attitudes, and interests about education: namely, education should be nonpersonal and factually oriented. Both are myths that we have come to believe. All education is personal because of its influence on individuals. We bring to any learning/teaching situation values, attitudes, and interests which will help to make our learning painful or painless and meaningful or meaningless. All education is not factual. With the affective domain, what individuals know may bear little relationship to what they do or how they feel about what they are doing. Most of us, for example, can list at least five characteristics of a strong self-concept. Because we can make the list, however, is no indication that we believe we have a strong self-concept or that we act as if we have a strong self-concept. It simply means that we have some factual knowledge of the components of a strong self-concept. If a student's beliefs, values, attitudes, and interests are such that they interfere with learning, then it is the teacher's responsibility to plan experiences which will help to change them.

The third reason why we tend to be uncomfortable with affective performance objectives is that we sense an incongruity in the relationship between the affective areas and grades. Since we have already concluded that values, attitudes, and interests are personal, it would seem difficult, if not impossible, to grade them. This is an area that remains unsettled. The educational technology is sufficient to devise a system for translation of affective performance into grades. It depends upon performance objectives and pre-performance grading procedures. The monograph on Evaluating Performance in this series provides detailed information.

Fourth, it is easier to evaluate facts and skills. We tend to believe

and can document more "rights" and "wrongs" in the cognitive and psychomotor areas. The range of acceptability in the affective area makes evaluation more difficult. Thus, we shy away.

Our fifth and last reason is that it is difficult to write affective criteria for evaluation. It is not, however, impossible. These last three reasons are really skill and knowledge areas which can be taught and learned. The balance of this monograph will address the skill and knowledge dimensions. You'll have to address the attitudinal and value dimensions identified in reasons one and two above.

What We Need to Know to Write Affective Performance Objectives

In order to write affective performance objectives, we need to know four things. The first and second of these we already know--the conditions under which performance will be expected and the competency statements. We know that students will perform in the classroom setting, in an on-the-job training situation, or in a laboratory setting. The **competency** statements include the following: (a) demonstrate dependability, (b) consider other's rights, (c) communicate effectively, (d) display sound judgment, (e) accept authority situations, (f) provide emotional support, (g) demonstrate organizational ability, (h) make significant observations, (i) project warmth, (j) display initiative, (k) function safely, (l) demonstrate honesty, (m) present professional appearance, (n) display occupational enthusiasm, and (o) establish cooperative relationships. The performance statements indicate what the student is to do or perform in the affective area.

Third, in order to write affective performance objectives, we must know what observable criterion we will use for purposes of evaluation of achievement. Observable criterion means that we can see, hear, taste, touch, or smell something that will indicate that performance is taking place.

Fourth, we must know that the criterion is measurable. Therefore, it must be numeric. This can be accomplished by making this a quantity, quality, efficiency, or durability measurement. Of course, combinations are acceptable. We can state the number of times something must be done to be acceptable. We can state that something must always or never be done. Or, we can use a checklist of behaviors with ranges of acceptability. Some example "mechanical" affective performance objectives follow:

1. Given the classroom setting, the student will demonstrate dependability. Dependability will exist if the student completes _____ items on the checklist found below: **(insert a checklist)**

2. Given the laboratory setting, the student will function safely. Functioning safely will be determined to exist if the student follows all procedures, rules, and regulations of the laboratory at all times. The procedures, rules, and regulations are specified in the course syllabus.

3. Given the on-the-job setting, the trainee will display initiative. Performance skill will be satisfactory if a mean of 3 is obtained for the 10 initiative scale items found on **Supervisor Rating Form.**

What Action Verbs Can be Used to Show Behavior in the Affective Domain

Verbs which show action give the teacher cues for identifying behavior. In the affective domain, Krathwohl, Bloom and Masia (1964) have developed levels by which one progresses through the affective learnings. At the lowest level, the person is **receiving** the information. It might be said that the person's attention is being captured and focused and that they are attending to or "paying attention" to a particular phenomenom. Level two, **responding,** refers to active participation on the part of the person. The person is reacting to a phenomenom. Level three, **valuing,** is concerned with the worth a person attaches to something. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. **Organization,** level four, deals with the bringing together of different values, the resolving of conflicts that might exist between them and the beginning of a consistent value system. The fifth and final level is **characterization by a value or value complex.** At this level, the value system which a person holds controls behavior such that the behavior is pervasive, consistent, and predictable. Verbs which help to depict each of these levels are listed below.

Receiving: Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses.

Responding: Answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, elects, tells, writes.

Valuing: Completes, describes, differentiates, ex-

plains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

Organizing: Adheres to, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

Characterizing by a Value or Value Complex: Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies.

How You Write Affective Performance Objectives

What can't be observed can't be objectively evaluated! The first step in implementing affective learning into one's planned curriculum is to identify the goals for which students will be held accountable. Vested interest is important here. If students have a say in what they will be held accountable for, they can't say thay they didn't know; they can't blame their performance on your subjective evaluation; and they will be more likely to achieve. Doing this exercise with a class will help them to understand what you are trying to do and, more importantly, give them a vested interest in the objectives because they helped to develop them. Before beginning this exercise you may want to review information on writing behaviorial or performance objectives. The exercise is an adaptation of Mager's (1972) goal analysis.

Step 1

Develop your goal statements in relation to the affective area of learning. A goal is broad in scope. Some goals which might be appropriate to consider are: **demonstrate dependability; consider the rights of others; function safely;** and **display initiative.**

You can and should be able to list several others which you feel are necessary and important to your specific subject matter.

Step 2

With the class, brainstorm all the **do** words and phrases that, if achieved, cause you to say "the goal has been reached." Remember, brainstorming means that all things are accepted equally. No judgments are made until after the list is complete. Put down

everything you and your students can think of. List even the abstract, non-observable words and phrases which students might say. You should have approximately ten **do** words and phrases. You may, of course, have more or less than that, but ten would be a manageable number.

At this point in time you should have something that looks like this:

Goal: Dependability

Do

be on time
turn in assignments
be reliable
be able to be trusted
perform necessary tasks
be prompt
be honest
be mature
be enthusiastic
take initiative

Step 3

This step is essentially the same as Step 2. You and your students will be brainstorming words or phrases that again would cause you both to believe that the goal has been reached. The difference between Step 2 and Step 3 is that this time the words and phrases will be **don't** words and phrases. This may sound negative to you and in some respects it is. Much of what we learn, however, is based upon **don't** words and phrases. Many children hear **don't** more often than they hear **do.** For example: "Don't play with the matches!" "Don't hit your brother!" "Don't play with your chewing gum!" The fact is, the behavior of many people is molded by the word **don't.** We need to acknowledge this by listing the **don't** phrases for our goals. Brainstorm at least ten **don't** words and phrases. Your list should now look like this:

Goal: Dependability

Do	**Don't**
1. be on time	1. be immature
2. turn in assignments when due	2. expect to be told that something must be done
3. be reliable	3. be unkind
4. be able to be trusted	4. be apathetic

5. perform necessary tasks	5. skip class
6. be prompt	6. begin without specific directions
7. be honest	7. not ask questions when unclear about assignements
8. be mature	8. be tardy
9. be enthusiastic	9. pout
10. take initiative	10. expect others to do your work

Step 4

Now you and your students can make judgments related to the results of the brainstorming sessions. As you and your students look over the brainstormed list of **do** and **don't** words and phrases, underline those which are not observable as behaviors. Remember, to be evaluated, behavior must be observable; it cannot be abstract. We make observations with each of our five senses. If we can't see, smell, taste, touch, and hear it, we cannot evaluate it without showing our personal biases related to our own beliefs, values, attitudes, and interests. As you and your students discuss each word or phrase on the list, you can use the discussion as a way of gaining insight into the beliefs, values, attitudes, and interests of your students. The discussion in and of itself will be a learning experience as you and your students share feelings and perceptions with one another. This is not a "consciousness raising" session where everyone bares his soul! It is, rather, a somewhat non-personal way to discuss personal opinions related to a list of words. Your list will now look something like this.

Goal: Dependability

Do	**Don't**
1. **be on time**	1. **be immature**
2. turn in assignments when when due	2. expect to be told what must be done
3. **be reliable**	3. be unkind
4. **be able to be trusted**	4. be apathetic
5. perform necessary tasks	5. skip class
6. be prompt	6. begin without specific directions
7. **be honest**	7. **not ask questions when unclear about assignments**
8. **be mature**	8. be tardy
9. **be enthusiastic**	9. pout

10.	take initiative	10.	**expect others to do your work**

Step 5

This step begins the editing process. By the time the next three steps have been completed, about half of the initial statements will be lost. Take the phrases which were underlined and make them observable **or** eliminate them. Some words and phrases which are listed may, in fact, be other goals with which you would like to perform this analysis. If the word or phrase is important, put it aside for now and go back to it later. Your list may now look like this:

Goal: Dependability

	Do		**Don't**
1.	be on time	1.	expect to be told that something must be done
2.	turn in assignments when due	2.	be unkind
3.	perform tasks	3.	be apathetic
4.	be prompt	4.	skip class
5.	take initiative	5.	begin without specific directions
		6.	be tardy
		7.	pout

Step 6

Now test each **do** or **don't** word or phrase against the question, "Can it be measured?" In other words, can we see, touch, taste, hear, or smell it?

Remember, evaluating without personal bias requires that the behavior be specified in a way in which it is observable and measurable. Measurement is the way by which we can judge if something was accomplished and how well it was accomplished. If it isn't measurable, then we can't include it in the objective. Measurement can be accomplished in several ways; i.e., by stating (a) the number of times, including "all" or "never" or "how many out of the list," or (b) the minimum points to be obtained on a checklist. Ask the students what form of measurement they think would be fair. Again, this is a way of developing vested interest.

Using your list, underline all the words or phrases that are not measurable. Your list may now look like this:

Goal: Dependability

	Do		Don't
1.	**be on time**	1.	**expect to be told that something must be done**
2.	turn in assignments when due	2.	**be unkind**
3.	**perform necessary tasks**	3.	be apathetic
4.	be prompt	4.	skip class
5.	**take initiative**	5.	begin without specific directions
		6.	**be tardy**
		7.	**pout**

Step 7

This step is similar to Step 5. Look at the words and phrases which you identified as non-measurable in Step 6. If they cannot be changed into a measurable format, eliminate them from your list. You should now have approximately one-half of your original statements, and you are ready to proceed to Step 8 with a list that looks similar to this:

Goal: Dependability

	Do		Don't
1.	always be on time	1.	ever be told that something needs to be done
2.	turn in assignments when due	2.	ever be apathetic
3.	perform assigned tasks	3.	skip class
4.	always be prompt	4.	ever begin without directions
5.	always take initiative	5.	ever pout

Step 8

We have finally arrived at the point where it is time to translate the goal and the remaining **do** and **don't** words and phrases into complete statements. Your goal statement might look something like the one which follows.

Given the classroom setting, the student will demonstrate dependability. Performance will be satisfactory if the following performances are achieved by the student:

	Do		Don't
1.	always is on time	1.	never told that something isn't done
2.	turns in assignments when due	2.	never is apathetic

3. performs assigned tasks	3. never skips a class
4. always is prompt	4. never begins a task without directions
5. always takes initiative	5. never pouts

Step 9

This is the "go" — "no-go" step. Ask this question, "If each of these performances were achieved, would I be willing to say the student is dependable?" If the answer is **yes**, then this affective performance objective is complete and you are ready to move on. If your answer is **no**, then you must decide why not. You may decide that something crucial is missing which, when added, makes the objective acceptable. Or, you may decide that what you have left is observable and measurable **but** so trivial that it should not be included. Good, then just drop it. Quite often finding out that something is unimportant is just as valuable as finding out that it is important.

Summary

There are many affective qualities in nature that we believe are important and most of them have observable, measurable behaviors. We need to define what we mean when we talk about things which indicate values, attitudes, and interests. We also need to identify the behaviors which we will accept as indicative of the values, attitudes, and interests we have identified as important for our students to possess. Finally, we need to be able to measure student performance of these behaviors. Only then will we have a performance objective in the affective area that is not totally subjective in nature.

What is the Affective Performance Objective Format

After the goal analysis has been completed, the next task may be to place the information into the standard performance objective format. Filling in the blanks in the following format with the goal analysis information accomplishes this task.

Given 1. _____
2. _____
3. _____

(Insert here the specific occupation, specialty, student group, educational setting, and any unusual resources which indicate the circumstances in which learning should be exhibited.)

the student will **(insert affective competency statement)**

Performance will be satisfactory if the following performances are achieved:

Do	Don't
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
etc.	etc.

or performance will be satisfactory if **(number)** of the following performances are achieved:

1. _____
2. _____
3. _____

etc.

What Methods or Techniques Can be Used to Implement Affective Learning/Teaching

A teaching method or technique is a process of or for accomplishing a desired aim. Our aim, affective learning/teaching, can be accomplished in a variety of ways, most of which are not new. You have, in fact, used them in your cognitive and psychomotor teaching. Below is a brief description of ten methods or techniques which you might find useful in competency-based affective education.

Conduct Class Discussions

A discussion of the values, attitudes, and interests which employers feel are necessary for occupational success will help the students to clarify their own values, attitudes, and interests. For example, "coming to work on time" might be a factor which is thought to be indicative of dependability. It is important for students to understand what "coming to work on time" means and why it is considered to be an important component of dependability. The discussion will allow the students to share their beliefs, values, attitudes, and interests concerning the behavior and will give them cognitive knowledge upon which to base behavior change. Such a discussion will also help you to identify student's values and attitudes related to component parts and behaviors associated with affective goals.

Provide a Role Model

We have all heard someone in our lifetime say, "Do as I say and not as I do!" We all know that actions had just as much, if not more, influence on our values, attitudes, and interests as words. Role-

modeling in the affective areas will do much in the way of helping students to accomplish the affective performance objectives which are part of the course. If you are going to evaluate your students on the attainment of an affective competency, which states "Consider the rights of others," then you must define that competency with the observable and measurable behaviors which would indicate that that competency is being achieved. Also, you must abide by those performance standards with regard to how you treat your students.

Use Case Studies

Case studies are a non-threatening way of allowing students to view their own behavior. A case study, by presenting a problem based on a specific situation, stimulates discussion of a personal problem in an impersonal way. It is necessary to explain the problem clearly and thoroughly in terms that the students can understand. Questions should encourage discussion and focus the attention of the discussion on the identification of the problem and possible solutions. In order for student interest to be maintained, the students must be able to identify with the problem in the study.

Use Individual Interviws

Individual interviews can be used in essentially two ways with affective education. Interviews can be used (1) to help the students set mini-goals to help them achieve the final affective competency, and (2) to help the teacher assess student achievement of the affective competency. For example, after establishing with the class the affective performance objectives to be attained, each student should discuss how he/she might work on the individual component behaviors of the objective. It is much easier to achieve something in small bits and pieces than to "go for it all." Someone has said, "The best way to eat an elephant is one bite at a time." The same holds true for achievement in the affective domain. During this mini-goal setting interview, it would also be helpful to discuss with students the behaviors which they feel they already perform. For some students the affective performance objective may not adequately serve their needs.

When the interview is conducted in order to assess the achievement of the affective performance objective, it is necessary to focus the interview on specific questions related to the identified behaviors for the objective in question. The student should know in advance the purpose of the interview. If a student is unable to express him/herself

verbally, you may want to choose another technique for evaluation.

Develop Subjective Exercises

Objectivity has been stressed throughout this monograph. Don't be thrown by this. This is a personal values clarification activity. It may, however, be used for evaluation if only those behaviors listed in the objective are addressed. Develop an essay test which requires that students express their beliefs, values, attitudes, and interests, as they are related to the affective performance objective.

You may have, for example, an affective performance objective which states that students will function safely in the laboratory setting and that their performance will be evaluated according to how often they perform specific behaviors. Your essay question might read: "Safety within the _____ laboratory helps to assure that you and your fellow students will not be injured while working. What have you done in the past week to help make the laboratory a safer place in which to work?"

Develop Checklists

Checklists of affective behaviors allow students to see their strengths and their weaknesses. They also encourage the setting of mini-goals for the achievement of the behaviors which lead to affective competency. A checklist will allow for individuals to compete against their previous record. For example, the student might say, "If I'm on time tomorrow, I haven't been late all week!" And, if shared, checklists provide for some competition within the group; i.e., "The record for perfect attendance is 36 days!"

Encourage Reading

Reading assignments related to the subject being taught permit students to see other viewpoints. The introduction of different ideas may cause the students to question their own values, attitudes, and interests toward a subject. Reading assignments, when combined with oral reports or class discussion, allow students to share their perceptions of what they have read and to clarify their thoughts. Be creative with the development of the reading list. Include poetry, biographies, and non-conventional materials, such as a book on racing for automotive students and **Sybil** for students in child development. A reading list should be developed which would serve as a guide for the student, but the list should provide some "free choice" (within limits) options.

Permit Small Group Objects

Small group projects encourage cooperation among students within each group while allowing for competition between groups. Each group should be composed of no more than six students. In a small group, every member has the opportunity and responsibility to participate. Ideas and experiences of group members are shared, and questions or problems of individual group members may be discussed. Each group should report ot the entire class after completion of the project.

Develop Reward Systems

Artificial and external reward systems tend to be manipulative and short-lived. Self praise is something that most people avoid because we have been taught that it is "conceited," or "bragging," to say that we have done well. Encourage the use of self-praise in your classroom. It will help students to recognize their accomplishments while at the same time relieve you of total responsibility for giving positive feedback. Praise students for accomplishing a task which moves them closer to achievement of the affective competency. Remember the elephant--one bite at a time! The best and most effective way of teaching students self-praise is to model it. When you have accomplished something you feel pleased or proud about, let the students know. Don't worry! If you start going overboard with self-praise, your students will quickly bring you back to reality.

Use Rating Scales

Rating scales are developed by stating the affective values, attitudes, and interests followed by a continuum of agreement as in the introduction to this monograph or with opposing terms. For example, you might find it interesting and helpful to your planning of a course or unit to administer a rating scale to your students to find out what their values, attitudes, and interests are, related to the topic at hand. You might develop an instrument that looks something like this:

_____IS

boring ..... exciting
easy ..... hard
important ..... unimportant
useful ..... useless

etc.

Placing positive and negative terms on opposite sides and

occasionally reversing the order encourages students to read each set and not just respond.

Summary

There are many activities which can be used to teach and evaluate in the affective domain. It is important to remember that each method or technique can be used as a **learning** activity and as an **evaluative** activity following instruction. There are no hard and fast rules about which activities fall into which category; however, it is clear that opportunities for learning must be provided before evaluation occurs.

Annotated Outreach

Coop, Richard H. and Kinnard White. **Psychological Concepts in the Classroom.** Harper and Row Publishers. New York, 1974, 289 pp.

This is a collection of readings unique in that they were written specifically for an introductory text in educational psychology. The book covers both cognitive and affective concepts and places them in a framework which can assist one in applying the concepts in actual classroom settings. Although the scenarios in the introduction, chosen for examination in the chapters that follow, take place in elementary and middle schools, each chapter gives sound recommendations for dealing with concepts such as the following: Power and Influence; Attitudes and Expectations: Motivation; Self Concept/Self-Esteem; and Cognitive Style. Chapters 3, 5,6,7, and 9, may be especially helpful to community college personnel.

The materials are presented in such a manner that they could be easily adapted to the competency-based education model. At the beginning of each chapter, an advance organizer in the form of a concept list is given. At the end of each chapter are suggested activities for classroom use of the concepts.

Mager, Robert F. **Developing Attitudes Toward Learning.** Fearon Publishers, California. 1968, 104 pp.

Mager discusses students' attitudes toward learning. Why attitudes toward teaching/learning develop, how they influence the desire to learn, how teachers can positively influence the attitudes of students toward their subject-matter, and what role evaluation plays in assessing teachers' impact on the attitudes of their students are questions to which Mager responds. As with all "Mager books," this is a practical, relevant guide. He gives detailed explanations and many ex-

amples for classroom application of the concepts which are addressed including: approach behaviors, conditions, consequences, modeling, and evaluation.

Miller, John P. **Humanizing The Classroom.** Praeger Publishers, New York. 1976, 183 pp.

This introductory book on affective education presents four categories of models. Within each model category several approaches are discussed. The framework for each model presented includes: a theoretical orientation; classroom application; the teacher's role; applicability of the model; and the short- and long-term effects. The developmental models link classroom strategies to stages in the learner's life span. The self-concept models focus on the personal identity of learners. The sensitivity and group orientation models seek personal integration. Finally, the consciousness expansion models deal with intuition, fantasy, and other nonrational forms of consciousness.

Where Do We Go From Here

Developing measurable objectives in the affective domain is a difficult task, which is more time consuming than developing cognitive or psychomotor objectives. It is easier to state objectives for what we would like students to know or to do at the end of instruction than it is to state objectives of how we would like them to feel or believe about what they know and do. However, since affective behaviors influence everything learned/taught, it is equally important to plan affective objectives.

Although it is somewhat more difficult, it is not impossible. And, it must be done. Our values, attitudes, and interests influence everything we learn whether it be knowledge or skill. Whether or not the influence is positive depends upon our view of the world from our personal experiences. To provide students with the opportunity to share perceptions and experiences in a planned, structured way through the use of affective performance objectives will do much to promote growth in the affective area.

Now that you have completed reading the monograph, again respond to the statements on the rating scale and compare your answers this time with those you made previously. Have your values and attitudes been influenced? Do you feel positive about the possibilities of affective education in your classroom? And, most importantly, will there be any adjustment made in your teaching behavior?

References

Krathwohl, David R., Benjamin S. Bloom and Bertram B. Masic. **Taxomony of Educational Objectives: The Classification of Educational Goals, Handbook II: Affective Domain.** David McKay Co., Inc. New York. 1964.

Mager, Robert F. **Developing Attitudes Toward Learning.** Fearon Publishers. Belmont, California. 1968.

Mager, Robert F. **Goal Analysis.** Lear Siegler, Inc./Fearon Publishers. California. 1972.

Mager, Robert F. **Preparing Instructional Objectives.** Fearon Publishers, Inc. California. 1975.

Miller, John R. **Humanizing The Classroom.** Praeger Publishers. New York. 1976.

Raths, Louis E., Merril Harmin, and Sidney Simon. **Values and Teaching: Working with Values in the Classroom.** Charles E. Merrill Publishing Co. Ohio. 1966.

Vargas, Julie S. **Writing Worthwhile Behavioral Objectives.** Harper and Row, Publishers. New York. 1972.

Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. **Values Clarification.** Hart Publishing Co., Inc. New York. 1972.

Thayer, Lou and Kent D. Beeler. **Affective Aspects of Education.** AERA-SIG. 1975

Thayer, Lou and Kent D. Beeler. **Affective Education: Innovations for Learning.** American Education Research Association. 1977.

_____. **Establish Student Performance Criteria.** Module D-1. American Association for Vocational Instructional Materials, 120 Engineering Center, University of Georgia, Athens, Georgia 30602. 1977.

_____. **Assess Student Performance: Attitudes.** Module D-3. American Association for Vocational Instructional Materials, 120 Engineering Center, University of Georgia, Athens, Georgia 30602. 1977.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JAN 16 1980